

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mr. Bruce E. LaRose
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Butternut Elementary School
(As it should appear in the official records)

School Mailing Address P.O. Box 247 312 West Wisconsin Street
(If address is P.O. Box, also include street address)

Butternut Wisconsin 54514-0247
City State Zip Code+4 (9 digits total)

County Ashland School Code Number* 0020

Telephone (715) 769-3434 Fax (715)-769-3712

Website/URL www.butternut.k12.wi.us E-mail blarose@butternut.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Bruce E. LaRose
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Butternut School District Tel. (715) 769-3434

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Signature) Date _____ (Superintendent's

Name of School Board
Chairperson Mr. John Radlinger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other (K-12)
- 3 TOTAL

2. District Per Pupil Expenditure: \$12,283
- Average State Per Pupil Expenditure: \$7,527

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 4 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	8	6	14		7			
K	4	7	11		8			
1	6	5	11		9			
2	10	6	16		10			
3	6	4	10		11			
4	5	2	7		12			
5	6	5	11		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								80

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| 97 | % White |
| _____ | % Black or African American |
| _____ | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| 3 | % American Indian/Alaskan Native |
| 100 | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 17%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	80
(5)	Subtotal in row (3) divided by total in row (4)	.17
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 0%
 _____ Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:
9. Students eligible for free/reduced-priced meals: 74%
 Total number students who qualify: 57

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22 %
17 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 3 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u> 1 </u>
Classroom teachers	<u> 5 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 6 </u>
Paraprofessionals	<u> </u>	<u> 3 </u>
Support staff	<u> </u>	<u> 3 </u>
Total number	<u> 6 </u>	<u>15</u>

12. Average school student-“classroom teacher” ratio: 12 - 1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	94 %	96 %	96 %	96 %
Daily teacher attendance	97 %	96 %	97 %	95 %	96 %
Teacher turnover rate	0 %	16 %	16 %	0 %	0 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

In 1878, Butternut's first school consisted of a log cabin previously used as an ice house. In 1895 a two story grade school was built. This school served its purpose until a three story building was built in 1914. It wasn't long before a thriving Butternut outgrew its existing grade school. New state regulations and a demand for a quality education brought about continued changes to include: a gymnasium, four year old Kindergarten, expanded IMC/media opportunities, as well as a state of the art school-wide computer network and internet system. Recently, with a continued commitment to quality education, a distance education lab was added to afford expanded curriculum opportunities for students via the internet, satellite and fiber optics.

The Butternut Elementary School educates students from four adjacent political jurisdictions spread over 170 square miles in rural northern Wisconsin -- Butternut Village and the townships of Agenda, Chippewa, and Lake. The total population of this area is 2,672. With an enrollment of 80 students and a 12-1 student /teacher ratio, our school is a safe, friendly place where you recognize everyone's passing face. In support of our theme "Striving for Excellence", our quest for excellence has focused on continued curriculum development and alignment with Wisconsin State Standards, implementation of Applied Control Theory to strengthen effective classroom management, and the study of Multiple Intelligence to ensure a greater understanding of student learning styles.

The Butternut Elementary School is an award winning school. In 2003 and 2004 the school was recognized by the State of Wisconsin Department of Public Instruction for academic excellence. In a recent visit by the Wisconsin State Superintendent, she stated: "Your school has so much of what other schools are striving for." Our academic success is due to a common commitment to the school philosophy, "The primary objective is to help each student develop into a mature individual, capable of becoming a contributing member of society." Because of our T.E.A.M. (Together Everyone Accomplishes More) approach, we emphasize our unconditional commitment to each and every student. Our TEAM recognizes and further supports the school philosophy "that all students are unique individuals." Therefore, we work unceasingly to support and develop each student to his/her fullest potential.

The dedicated staff strives relentlessly to maintain a progressive, stimulating, and challenging school. We believe that it takes everyone to successfully provide our students with the best education possible. In addition to student achievement, we strongly subscribe to building and maintaining a strong partnership between everyone – home, school and community. The staff is passionate and thrives on student success. In specific, yearly developed goals focus on strategies for continued school improvement. In support of this effort, priorities reflect the proven characteristics of effective schools: (1) positive school climate, (2) home – school – community collaboration, (3) safe/drug-free school, and (4) student achievement.

The Butternut Elementary School has a proud heritage and an even more promising future. In support, the Butternut Community Partnership Foundation contributes additional financial resources to support academic achievement. The community and school is committed to a vision of optimism supported by a "can do" attitude and "what ever it takes" commitment to make our school the best that it can be.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. RESULTS: The tables and graphs provided illustrate the academic achievement of Butternut 4th grade students over the past 5 years in Reading and Math, compared to the performance of students statewide over the same time period. The scores provided for Reading and Math is the percent of students who scored at the Proficient or Advanced levels on the Wisconsin Knowledge and Concepts Exam (WKCE). Cut points to determine proficiency levels were determined by the state. The primary websites that can be accessed for information and data about the Wisconsin State Assessment System (WSAS) are: www.dpi.state.wi.us/data/selschool.asp and www.dpi.state.wi.us/dpi/oea/sprkce.html. Alternate assessments are not calculated into this data analysis because Butternut Elementary only used one alternative assessment for a special education student over the past 5 years. Also, this analysis does not provide disaggregated data for special education because not enough Butternut 4th graders were in special education to allow public disclosure of their scores. A minimum of 6 students must be in a disaggregated group. The number of special education students in Butternut at 4th grade over the past 5 years was 4 students in 2001-02 and 2002-03.

AYP (Adequate Yearly Progress) cut points, required of the federal government under NCLB legislation, are also based on the percent of students who score proficient or advanced in Reading and Math and are used to determine if a school is in need of improvement. The starting point for application of those AYP cut points was 2001-02. From 2001-02 through 2003-04, the AYP cut point in Reading was 61% and 37% in Math. Examining the percent of students who score proficient or advanced in Butternut Elementary School and across the state of Wisconsin, it is clear that both are well above the AYP cut points in Reading and Math.

By looking at the line graphs in Reading and Math, students consistently scored higher than the state average in Reading and scored about equal to state average in Math. In both Reading and Math, scores rose much higher than the state from 2002-03 to 2003-04. In 2003-04, students scored 27 percentage points higher than the state in Math and 19 percentage points higher in Reading. All 4th grade students were either proficient or advanced in Reading and Math in 2003-04.

The achievement gap between students who are considered “economically disadvantaged” and “not economically disadvantaged” is compared between Butternut Elementary 4th graders in Reading and Math and those same students statewide. “Economically disadvantaged” is defined as those students who qualify for free or reduced lunch prices, which in turn is determined by their parent’s personal income. Only in 3 of the past 5 years did Butternut have enough 4th graders who received free or reduced lunch to permit public disclosure of their test scores. Seven 4th grade students received free and reduced lunch in 1999-00, 2001-02 and 2002-03.

When examining the Reading achievement gap of economically disadvantaged students, the data shows that Butternut Elementary has much less of a gap than the state of Wisconsin. Statewide, the gap is consistently 20 to 24 percentage points higher for non economically disadvantaged students. The gap was widest in 1999-00 at only 7 percentage points, then narrowed to 6 points in 2001-02, and in 2002-03 the gap didn’t exist at all. In fact, 100% of the disadvantaged students scored proficient or advanced that year.

In Math, the achievement gap of economically disadvantaged 4th graders is consistently wider statewide than at Butternut. The gap statewide is between 24-28 percentage points over the past 5 years, but is inconsistent at Butternut Elementary. In 1999-00, Butternut Elementary disadvantaged 4th graders scored 23 percentage points higher than non-economically disadvantaged 4th graders, but in 2002-03, 4th grade disadvantaged students scored 29 percentage points lower than non economically disadvantaged.

The data showing the Standards Performance Index for the past 2 years illustrate the “subtests” within Reading and Math. The data is expressed as the percent of test items correct for each standard. In 2002-03, Butternut and state 4th graders scored nearly the same across all Reading and Math standards, with Geometry having the highest scores and Math Processes and Algebra the lowest. In 2003-04, Butternut scores are higher than the state average across all Reading and Math standards. In Algebra, Butternut scores went up 8 points, while the state average went down 1 point. In Geometry, both state and Butternut scores went down from the previous year, but Butternut scores are 6 points higher than the state. In 2003-04, Butternut scores are 15 points higher than the state in Language and 10 points higher than the state in Number Operations. The assessment results provided illustrate this change from 2001-02 to 2002-03 for Butternut compared to the state.

2. USE OF DATA: The Butternut Elementary School uses assessment data from the Wisconsin Knowledge and Concept Exam (WKCE) in a very effective way to enhance school improvement. Beginning in the fall of 2002, the school began a five year plan to involve teachers who teach the core subjects of Reading/Language Arts, Math, Science and Social Studies in writing curriculum benchmarks aligned to the Wisconsin Academic Performance Standards. WKCE assessment data was used to begin this process by having these teachers participate in a data retreat that focused on aligning test results to state standards. Teachers reviewed test results for their content area, looking for weak areas that needed improvement. Then the teachers reviewed specific objectives or standards within each content area to determine what parts or aspects of their discipline needed to be improved. Teachers next prioritized the objectives or standards and rewrote them as curriculum benchmarks. Consequently, the curriculum benchmarks reflect priority areas that need to be addressed, and are sometimes referred to as “power standards”. These curriculum benchmarks are, therefore, “data driven” and form the backbone of the core curriculum. Other objectives and standards in the content areas are not forgotten or neglected, but the prioritized benchmarks provide a focus for teachers clearly indicating what is important to improve student achievement in order to improve the school as a whole.

3. COMMUNICATE STUDENT PERFORMANCE: Positive reinforcement and feedback exhibit the core of the effort and commitment to have a safe and healthy climate. Acknowledging student performance is inherent within the school’s commitment to Applied Control Theory and the POPS (Power of Positive Students) program.

The dedicated and caring staff recognizes the importance of positive reinforcement and acknowledges student performance and achievement. On a daily basis, student performance is communicated to parents weekly via progress reports and student folders. These folders, reflecting all subjects, are used to communicate grade summaries, weekly units of study, and the status of assigned projects and concerns. In addition to allowing the parent to respond in writing within the folder, the folder requires a parent signature in return. Also, because the after school program has a high attendance rate, teachers share information daily with parents when they pick up their student.

Each month the school distributes to all parents and community members a comprehensive news letter to identify and share highlights and features of the school. With this publication, a monthly notice of selected students of the month is featured. Publishing student recognition is further highlighted by hosting a special presentation at the monthly school board meeting. This recognition and ceremony is complemented with a framed certificate and selected rewards to emphasize the spirit and importance of high achievement. To ensure maximum awareness, student recognition is further highlighted and published in the local newspaper.

Wisconsin Student Assessment System (WSAS) test data is distributed to both students and parents. This data is mailed home for student and parent notice and review. This data is also used to augment recorded performance information at the individually scheduled parent/teacher conferences during the year.

4. SHARE SUCCESSES WITH OTHER SCHOOLS: The school frequently welcomes the opportunity to exhibit and disseminate successful programs at state and local events. Sharing and collaboration is a common thread woven through the 18 schools in CESA 12. Because our school is frequently part of a consortium of small schools for various projects, training and staff development, regular scheduled meetings are opportune times to share and disseminate pertinent school information and data. One collaborative effort is to host an annual “data retreat” to review and understand Wisconsin State Assessment data. Our school recently partnered with another school to initiate a new reading program. The project involved joint planning along with staff mentoring to ensure successful implementation.

In addition to a descriptive school brochure, a comprehensive web site is available for easy access to specific school information. Interested persons or agencies are frequently encouraged to visit our web site to view information and programs. With the addition of the new distance education program, the fiber optic system has allowed for shared staff development between schools and staff participation in regional meetings.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM: Teachers have created curriculum benchmarks and prioritized them according to curriculum needs as revealed in their test results. These benchmarks for each core content area and each grade level were formatted into a user friendly way so all staff could readily understand the priority areas by content area and grade level. These curriculum benchmarks were then uploaded into the school’s networked computers. This allows any staff member to access the curriculum benchmarks at any time. Further, it allows teams of content area teachers to work together to develop, update, and edit the benchmarks at any time. Such flexibility and teacher ownership allows curriculum and instruction to be dynamic, focused on critical needs, and sensitive to students and teachers.

All students are engaged in learning the general curriculum through direct instruction emphasizing the student’s unique learning styles. Use of technology, hands-on activities, cooperative learning, and investigative approaches, lead students through the clearly defined scope and sequence. Teachers utilize lesson strategies by reviewing content from previous lessons and introducing up coming concepts. Higher order thinking and real world applications are integrated throughout the curriculum. Reteaching and enrichment options are provided based on the students’ needs. Needs are determined by quizzes, tests and lesson reviews. The core of the K-5 **Language Arts** curriculum encompasses: spelling, English, written and oral communication. Students develop mechanics, word usage, sentence structure, grammatical rules, and creative writing. Students begin with writing simple structured sentences, which evolve into well developed descriptive and functional paragraphs. At the core of the **Mathematics** curriculum, students are introduced to problem-solving and critical thinking strategies and the language of math as they master skills. From this foundation, teachers increase classroom participation and student success with cooperative learning techniques and extensive use of manipulatives. Hands-on activities motivate students and help transform Mathematics into real and interesting practice. Once students have an understanding of the manipulative (concrete) and how it’s modeling the math concepts, students move to mental math (abstract), a necessary step for formulation of higher-level thinking. Students apply strategies for learning facts and processes with meaning and mastery. The **Science** curriculum begins with basic, life science, physical science, earth science, and the human body. It builds on more complex and in-depth curriculum as student’s progress through the grades. Students are encouraged to question, investigate and experiment with hands-on activities and uses of technology. Solutions become meaningful and relevant as activities connect to the students’ lives. The K-3 **Social Studies** curriculum consists of citizenship, character education, community awareness, safety and current events. The 4-5 curriculum focuses on Wisconsin and the United States, including geography, citizenship, government, economics, and history. Students analyze, identify, describe, examine and interpret a variety of historical and current events.

Art, music, physical education, media skills and computer education are offered to students throughout the week. These classes are infused with core subject areas to help students make connections in their daily lives. **Art** in grades K-5 is a hands-on project based program. Through a variety of sessions, students are given the opportunity to experience art in their environment and to realize how it influences their lives. Personal expression and creativity is stressed as students work with a variety of art media. **Music** provides the opportunity for students to learn to match pitch, play simple classroom instruments and accompany a melody of rhythm in tempo, and demonstrate simple movements in rhythm. Students sing ostinato, partner songs and rounds. They learn basic musical notation of whole note, half note, quarter note, and eighth note, along with note names of both the treble and bass clef. Students identify standard symbols for dynamics, tempo and articulations. **Physical Education** is designed to develop a student's optimal level of physical fitness and wellness, emotional maturity, positive social interactions, and a lifetime interest in leisure activities. The curriculum is structured to provide experiences and an outlet for "every" student. To this effort, the curriculum emphasizes all three learning domains: the psychomotor, cognitive, and affective, to ensure the total development of the student. Our **Media Skills** program incorporates both general library and related computer lessons. Our students also learn to use graphic organizers, such as Kidspiration, and Inspiration, which they can utilize in other content areas, as well. Students are also exposed to a wide variety of genres and authors in order to promote a lifelong love of reading and learning.

2. READING PROGRAM: We believe that all teachers must be teachers of Reading. We work to provide scaffolding around each child to give needed support to develop confident readers. Beginning in 4 Year-old Kindergarten, children are exposed to letters and sounds. They are guided with rich language experiences and develop reading-readiness skills. Primary grades give specific attention to skills and strategies that assist in comprehension and fluency. Students are exposed to text in a variety of genres and express their understanding through many creative outlets. Teachers model expressive language through shared reading to raise interest and invite children to read. Teachers are attentive to individual learning styles and reading levels. Our recent focus on the implementation of a comprehensive Guided Reading Program, emphasizes matching students with real, interesting books at their instructional level. Repeated reading of texts also improves fluency and confidence. With this support, students become empowered and discover that they are in charge of their learning, and strive to achieve. Students experience challenges with books that match their zone of proximal development, and will experience continued success. Intermediate grades build on this foundation by furthering students' interest in reading. They incorporate novel, play-acting, creative/descriptive writing, and time to read silently. We portray reading as a vital, life-long skill as well as an exciting, enjoyable activity. We know our approach to reading is working because our students love to read. They are making appropriate reading selections, read orally in class, as well as for enjoyment. They enjoy sharing and discussing various genres of literature, as well as recommending books to classmates. Our classroom tests and state tests show our students are confident and successful readers.

3. OTHER CURRICULUM: Students in the Butternut Elementary School have the relevant opportunity to utilize technology in their own classrooms. Technology is infused into the curriculum with the use of the school's mobile computer lab. This creates a quality and flexible way to incorporate the use of technology into the core curricula. Students are able to do research and webquests at their own desks, as well as to create quality projects and presentations on the laptops in our mobile lab. Students learn essential compute skills such as proper keyboarding, how to utilize computer search engines, and how to create effective slide presentations. In addition, students are taught word processing, creating databases, using drawing programs and working with graphic organizers (both Kidspiration and Inspiration). They learn about internet safety and evaluating websites, as well. We have an active Generation Yes program, which enables classroom teachers to collaborate with the Gen Y students. Together they create technology projects that are used in the elementary classrooms to improve and expand new applications of technology, which strengthen the curriculum and enhance student empowerment. In addition, our students have access to interactive TV technology, as well as video streaming. These resources have enabled our students to go on virtual field trips and to take an introductory course in Spanish.

4. INSTRUCTIONAL METHODS: Teachers believe that building relationships with students is the key to their success. By knowing and understanding the whole child, we can closely monitor their progress. Students that are happy and involved in class will learn and retain more information. Instruction is delivered by a very qualified staff that is dedicated to making learning fun and exciting. Staff consistently exude excitement and enthusiasm for learning and their students. Classroom teachers, title one staff, speech/language, as well as special education teacher's work together to help students become successful. In addition to a balance of large group, small group, and individualized instruction, teachers plan lessons to support individual learning styles.

As mentioned earlier, the curriculum has been aligned with the Wisconsin's State Academic Standards. Testing follow up includes an item analysis to validate mastery. Accordingly, curriculum and instruction is adjusted to remedy deficiencies. In addition to students being introduced to problem-solving and critical thinking strategies, assistive technology is provided. The curriculum requires a cross curriculum emphasis and integration of computer technology to ensure reinforcement and application. From this foundation, teachers increase classroom participation and student success with cooperative learning techniques and hands-on activities to help motivate students and help transform learning into real and interesting experiences.

If a student requires improvement, teachers intervene immediately. Teachers strive to communicate with families. School and community support and guidance has helped students become academic achievers. In addition to calling home at the first sign of a concern, the Student Assistance Team (SAT) meets with parents to consider an appropriate plan. Options may include individualized title one lessons, Early Reading Empowerment (ERE) lessons, or after-school support. Continued support and positive reinforcement is afforded through the utilization of the "advisor advisee" program.

5. PROFESSIONAL DEVELOPMENT: Academic achievement and excellence requires well-trained, knowledgeable teachers that have acquired knowledge, and strategies to support and administer their prescribed curriculum. Because the school places a high priority on staff and staff improvement, release time and financial support is awarded for their continued professional growth. As a result, teachers continually complete graduate courses for recertification and professional enrichment.

Staff annually participate in advanced training by attending local and state staff development opportunities in their specific content areas in order to supplement and enrich teaching strategies. Several local initiatives, including "Facilitating the Future", and the "Gichee Gume" academy, annually afford a professional and stimulating gathering filled with leading-edge approaches to education. They also incorporate time to design individual practices and opportunities to interact and share experiences with others.

Staff has participated in trainings that establish a safe and comfortable learning environment. In support of effective classroom management, local initiatives and priorities have supported teacher training in Applied Control Theory, and Restitution and Reality Therapy. In addition, specific training in Guided Reading, Literature Circles, Big Books, Early Reading Empowerment (ERE), as well as a balanced practice of whole-language ideas, and phonemic awareness has enriched instructional strategies to ensure greater mastery. All of these tools are intricately woven together with individual learning styles to stimulate student interest as well as support and encourage performance.

PART VII - ASSESSMENT RESULTS

State of Wisconsin 2005 Blue Ribbon School Nominee Proficiency Information

School Name and District: Butternut Elementary, Butternut

Test Grade Level, Subjects, and Years of Data: Grade 4 Reading and Mathematics, 2001-02 through 2003-04

School Percent Free and Reduced Price Lunches, 2003-04: 65%

Test Name and Publisher: Wisconsin Knowledge and Concepts Examinations (WKCE), CTB/McGraw-Hill

	Reading			Math		
	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
Month of Test Administration	February	November	November	February	November	November
School Information and Scores:						
# FAY* in school students tested (WKCE or alternate)	9	14	19	9	14	19
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	93%	94%	100%	93%	100%
% tested on WKCE scoring at or above Proficient	100%	93%	94%	100%	71%	72%
% tested on WKCE scoring at or above Advanced	78%	29%	11%	44%	29%	11%
Number of students alternately assessed**	0	0	1	0	0	1
% of all students alternately assessed	0%	0%	5%	0%	0%	5%
School Scores by Student Subgroup:***						
<i>American Indian/Alaskan Native</i>						
# FAY* in school students tested (WKCE or alternate)	2	0	0	2	0	0
<i>White, non-Hispanic</i>						
# FAY* in school students tested (WKCE or alternate)	7	14	19	7	14	19
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	100%	93%	94%	100%	93%	100%
% tested on WKCE scoring at or above Proficient	100%	93%	94%	100%	71%	72%
% tested on WKCE scoring at or above Advanced	71%	29%	11%	29%	29%	11%
Number of students alternately assessed**	0	0	1	0	0	1
% of all students alternately assessed	0%	0%	5%	0%	0%	5%
<i>Limited English Proficient</i>						
# FAY* in school students tested (WKCE or alternate)	0	0	1	0	0	1
<i>Economically Disadvantaged</i>						
# FAY* in school students tested (WKCE or alternate)	5	7	7	5	7	7
% of all FAY students tested		100%	100%		100%	100%
% tested on WKCE scoring at or above Minimal		100%	100%		100%	100%
% tested on WKCE scoring at or above Basic		100%	86%		86%	100%
% tested on WKCE scoring at or above Proficient		100%	86%		57%	57%
% tested on WKCE scoring at or above Advanced		0%	0%		0%	0%
Number of students alternately assessed**		0	0		0	0
% of all students alternately assessed		0%	0%		0%	0%
<i>Students with Disabilities</i>						
# FAY* in school students tested (WKCE or alternate)	2	4	4	2	4	4
State Scores						
# FAY* in district students tested (WKCE or alternate)	56,022	57,026	58,196	56,022	57,026	58,196
% of all FAY in district students tested	100%	99%	99%	100%	100%	99%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	93%	93%	95%	84%	81%	95%
% tested on WKCE scoring at or above Proficient	82%	81%	83%	74%	71%	72%
% tested on WKCE scoring at or above Advanced	44%	41%	19%	30%	30%	27%
% of all students alternately assessed**	3%	2%	4%	2%	1%	3%

*FAY = Full Academic Year

**Alternate assessments approved under the Wisconsin accountability system are administered to qualified students with disabilities and Limited English Proficient (LEP) students.

***Per Wisconsin policy, test results for individual student subgroups with fewer than six students are not released for public consumption in order to protect student privacy. In addition, some test results for other student subgroups are suppressed because their performance of students can be inferred indirectly. Suppressed data are noted within the table with an asterisk (*).

